

P A R E N T I N G

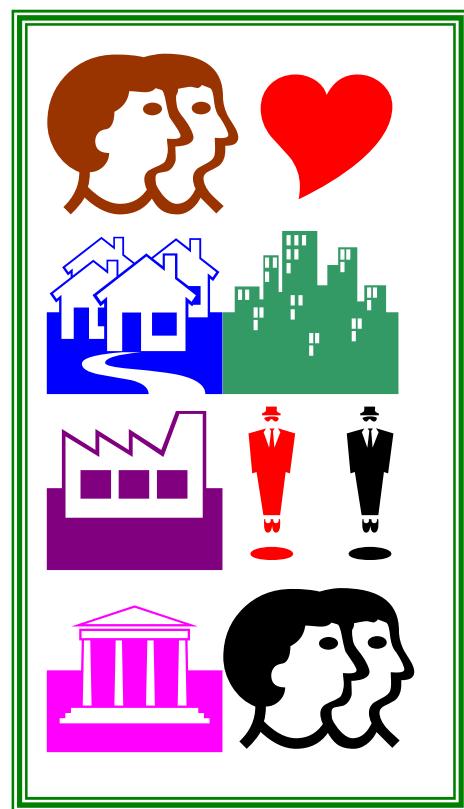
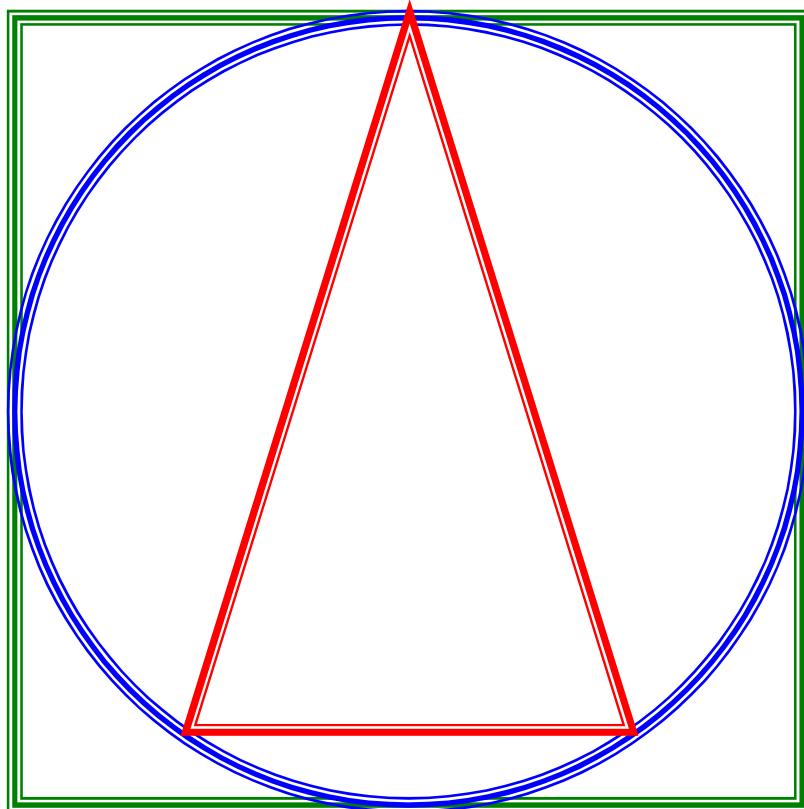
EDITED FOR USE ON COMPUTERS IN MARCH 2001.

BY MEN AGAINST VIOLENCE AGAINST WOMEN.



Twenty-First Century Projects By M.A.V.A.W.

A Culture Of Peace



Directors: Christopher Holder, *CHAIRMAN*. Donald Berment, *SECRETARY*. Desmond Persad, *TREASURER*.
Company No M 1799(95) Charitable Status No F (BUD):7/4/205
Yours In Nation Building.

Republic Of Trinidad And Tobago
MAVAW's PARENTING PROJECT March 2001.

FIRST GENERAL MANAGEMENT COORDINATORS—DONALD BERMENT—DAVID LAW—JOHNNY BHARATH—1994.
FIRST DIRECTORS: CHAIRMAN Christopher Holder: SECRETARY Donald Berment: TREASURER Desmond Persad—1998.



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NOTICE OF REQUEST FOR PERMISSION FROM AUTHOR.

IN MEMORY OF
PEARL LEONTINE
BERMENT
13-10-1920 TO
18-11-1999.
LOVE FOREVER MOM.

**THE TEXT AND GRAPHICS ON THE FOLLOWING
PAGES HAVE BEEN EDITED TO PROVIDE FOR
THE MATERIAL TO BE USED IN SINGLE AND
MULTIPLE COMPUTER AND OVERHEAD
PROJECTOR PRESENTATIONS IN OUR LOCAL
CARIBBEAN ENVIRONMENT. WE ALSO HOPE TO
USE THIS EDITED VERSION IN ALL OUR
FUTURE PARENTING TRAINING PROGRAMMES.
THE PERMISSION OF THE AUTHOR MS.RHIA
ROGERS HAS BEEN REQUESTED FOR SO
DOING IN MARCH 2001.**

SIGNED.....DONALD BERMENT Secretary MAVA.W.



Men Against Violence Against Women

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DIRECTORS: Christopher Holder, CHAIRMAN. Donald Berment, SECRETARY. Desmond Persad, TREASURER.

Date: Mon/5th/March/2001

Our Ref.: RR/Par/R-1

Your Ref:

**Ms. Rhia Rogers,
P.O. Box 1215,
Laguna Beach,
CA. 92652,
U.S.A.**



Subject: Request For Permission To Use An Edited Version Of Your Text On Parenting---© 1997

Dear Ms. Rogers,

After reading your book “*How To Stop The Hassles And Get Your Children To Do What You Ask*,” which I bought for \$12.00 TT. (2 US) on the travelling book ship LOGOS 11, on Wednesday, 16th September 1998; I have used the Method successfully in adjusting my Supervision and Training of my daughter. My only regret is that I did not have the benefit of your experience to shape her earlier years of development.

Our beloved twin island State of Trinidad and Tobago, like the rest of the world, is having its share of VIOLENCE and INDISCIPLINE and your Book has the potential to address one part of the SOLUTION and that is PARENTING TRAINING.

As a result, in order to continue to assist in my Country’s Development, I have taken the liberty to EDIT the Text and GRAPHICS of your Book so that it can be used in COMPUTER / OVERHEAD PROJECTOR PRESENTATIONS and our Future Parental Training Programs in our Local and Caribbean Environment.

We therefore respectfully request permission to use your Material as afore-mentioned and enclose a copy of the EDITED PAGES for your perusal. PART TWO will be done

I have enclosed information on our Organisation and the type of work we have been involved with the past 6 1/2 years so that you can see what we do as a NonGovernmental Organisation.

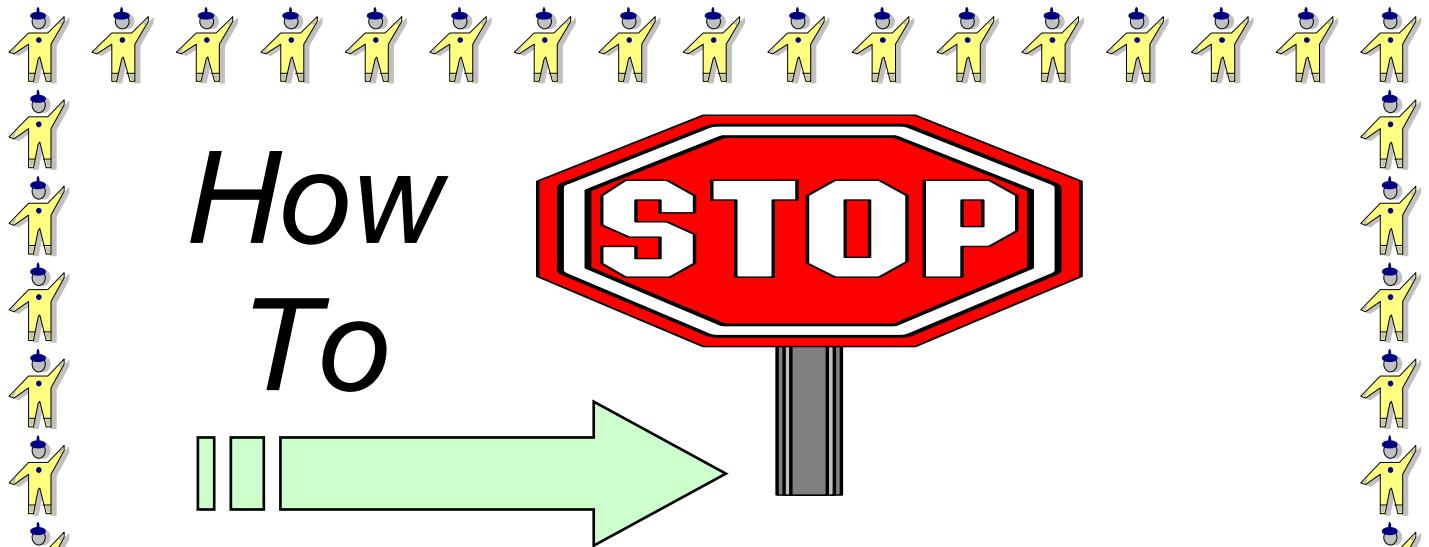
Signed.....DONALD BERMENT Secretary MAVAW.

Yours In Nation Building

Company No M 1799(95) Charitable Status No F (BUD):7/4/205

G.M. Co-ordinators : David Law, Johnny Bharath,

P.O.R.O.



How To The Hassles And Get Your Children To Do What You Ask.



***By
Rhia Rogers***

Edited For Use on Computers In March 2001

By

Men Against Violence Against Women (MAVAW)



Editing and Design: Paige Rhine

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Requests for permission should be sent to: -

**Rhia Rogers
P.O. Box 1215
Laguna Beach, CA 92652.**

How This Book Came To Be

The Materials from my PARENTING SEMINARS and WORKSHOPS have been Distilled and Condensed into this Book, which is Straightforward and Easy to Read.

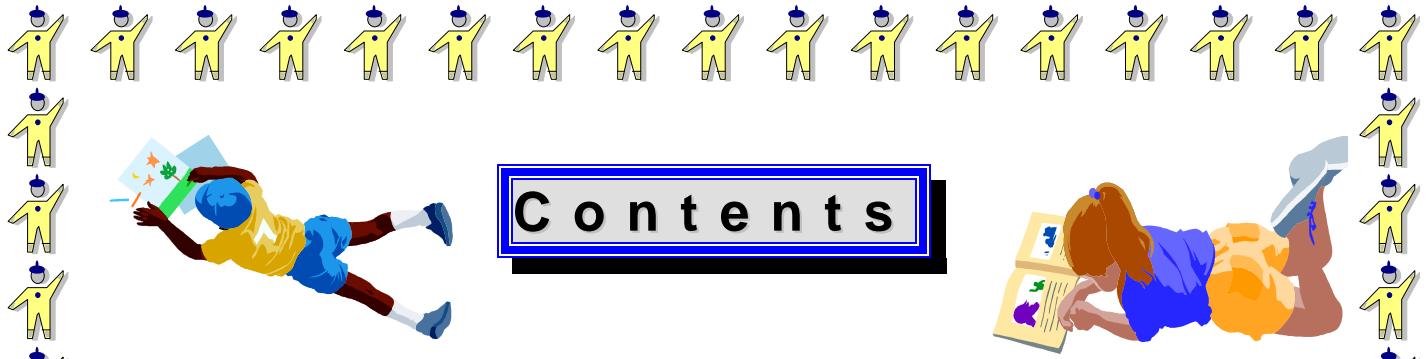
You will find that you can read this Book QUICKLY and you will learn the Practical Skills, which I know, work like MAGIC to Stop the HASSLES!

Rhia Rogers.



We are interested in your success with this Program. Please send your views and comments to the address given above. Fax: 714-497-1011.

If you would like to order a copy of this Book, please send: -
☺ Your name and address
☺ \$10.00 To Rhia Rogers at the above address.



FOREWORD

Introduction.

- **Why Does Your Child Not Do What You Ask?**
- **The Power Of Your Attention.**

PART ONE

- (1) Give Attention To The Behavior You Want.**
- (2) Withhold Attention From Behaviors You Do Not Want.**
- (3) Common Concerns About Withholding Attention.**

PART TWO

- (1) The Training Program.**
- (2) Overview Of The Training Program.**
- (3) The Three Skills Necessary To Begin The Program.**
- (4) The Three Levels Of Difficulty.**

PRACTICE ONE The First Level Of Difficulty.

PRACTICE TWO The Second Level Of Difficulty.

PRACTICE THREE The Third Level Of Difficulty.



APPENDIX.





FOREWORD



PARENTING IS: The Most Joyful Job You Will Ever Have.

- 1. It is Also The Toughest.**
- 2. Parenting Takes TIME, ATTENTION and PATIENCE.**
- 3. Most Of All, Parenting Takes LOVE.**

DURING THE TODDLER AND

INFANT YEARS: -

You Must Meet All Your Child's Needs.

This Includes FEEDING, CHANGING, BATHING and DRESSING Your Child.

It Also Includes Helping Your Child LEARN—Starting From Infancy—By TALKING and PLAYING With Him/Her.



AS YOUR CHILD GROWS: -

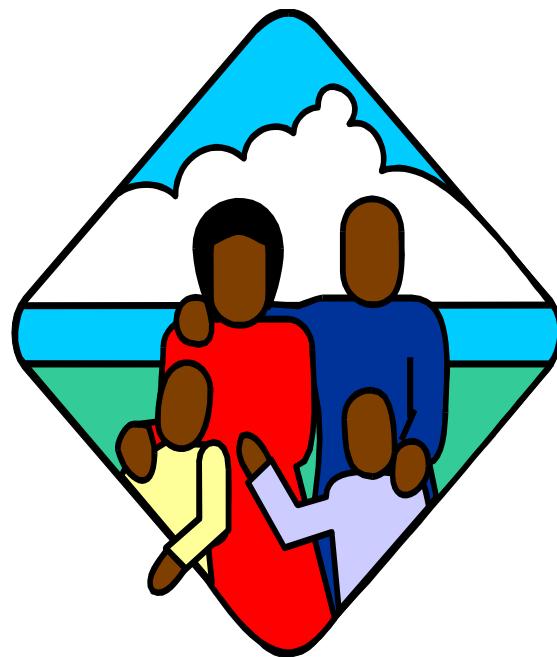
So Does Your Role as a Parent. For Example, You Become Your Child's FIRST,

1. **TEACHER**—Answering Your Child's Questions About Why Things Happen and How Things Work.

2. **COUNSELOR**—Guiding Your Child Through Good Times and Bad Times.

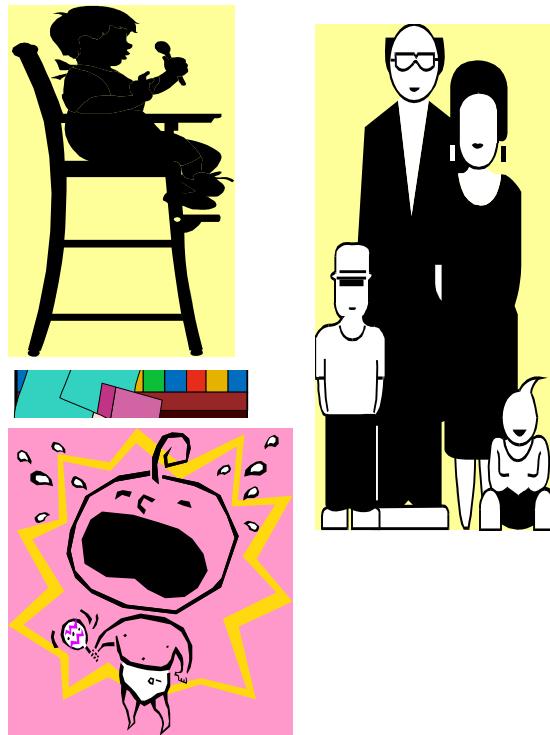
3. **PROTECTOR**—Guarding Against The Evil in the World and Pointing Out the Good.

4. **ROLE MODEL**—The Behaviour you exhibit as you guide and protect your child throughout his/her growth is the one that will most likely exhibit in their lives.



WHY IS IT IMPORTANT TO LEARN PARENTING SKILLS?

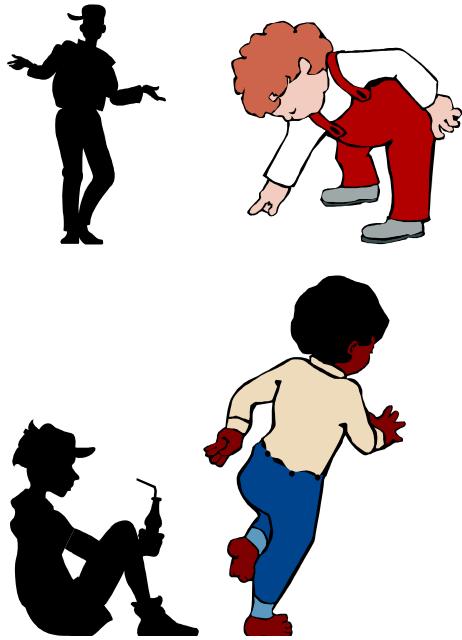
1. Because You Can Help Your Child Reach His/Her Full Potential With Those **SKILLS**.
2. Because You Need Them To Help Meet Your Child's: -
(a) **PHYSICAL NEEDS**.
(b) **EMOTIONAL NEEDS**.
(c) **INTELLECTUAL NEEDS**.
3. Because What You Do Or Do Not Do—As a **PARENT**, Can Have A Lasting Effect On Your Child's Life.
4. Your **LOVE** And **CARE** Pave The Way For: -
(a) **HIGH SELF-ESTEEM**.
(b) **HEALTHY RELATIONSHIPS**.
(c) **GOOD HEALTH**.
(d) **BALANCED PERSONALITY**.
5. Your **LOVE** Is Precious To Your Child. Prepare Yourself Properly.



Introduction

At times it may seem like an impossible task to get your child to do the Simple Everyday things you ask.

This Book will show you how to eliminate these Exhausting HASSLES.



This Book is not about how to DISCIPLINE your Child when S/he does not do what you Ask. The Focus of this Book is TRAINING. The whole Purpose of TRAINING is so that LESS Discipline and Punishment is Necessary. Please send us your views after using this PROGRAM

About The Author

Rhia Rogers has worked with Children and Parents for over 40 years. The TRAINING PROGRAM in this Book is based on years of teaching Children in the Classroom and Helping Parents Train their Children. She has seen this Program work for Thousands of Parents who wanted to learn How to STOP the Everyday HASSLES with their Children. After retiring from teaching, Rhia Rogers has presented this Material in her Workshops and Seminars in Southern California.

Details about Men Against Violence Against Women(MAVAW) are on our Website:

<http://www.mavaw.com>. Email: mavawsec@yahoo.com.





Why Does Your Child Not Do What You Ask?

There can be Many Reasons why your child does not listen and do what you ask. But often the MAIN REASON is that S/He gets ATTENTION for Not Doing what you ask.

Any time your Child gets ATTENTION for not doing what you asked, you are TRAINING your Child to NOT DO what you ask.

So in other words: -

- Any time you give ATTENTION to your Child's noncompliant Behavior
- You reinforce that noncompliant Behavior
- And you continue to get more of the Behavior that you do not want.

Let us take a look at HOW you might give your Child ATTENTION for NOT DOING what you ask.

Example one (1): If you said to your Child, "PLEASE FEED THE DOG", and s/he does not feed the Dog one hour later and you said " THE POOR DOG IS HUNGRY, DIDN'T YOU FEED HIM? YOU NEED TO FEED HIM NOW. "

Ask yourself; did you give your Child ATTENTION for DOING what you asked, or for NOT DOING what you asked?

Yes, your Child received ATTENTION for NOT DOING what you asked, so your Child will CONTINUE to NOT FEED THE DOG.



Your Child Will Do Whatever S/He Gets Your ATTENTION For Doing!





Example two (2) : If you said to your Child "***PUT YOUR SHOES ON SO THAT WE CAN LEAVE,*** " and S/He continued to play, so you said, "***HURRY UP AND GET YOUR SHOES ON. WE HAVE TO GO, WE ARE GOING TO BE LATE.*** "

Ask yourself; did you give your Child ATTENTION for DOING what you asked or for NOT DOING what you asked?

Yes, your Child received ATTENTION for NOT DOING what you asked, so S/He will continue to NOT PUT ON HER/HIS SHOES, because that is what S/He received ATTENTION for DOING.

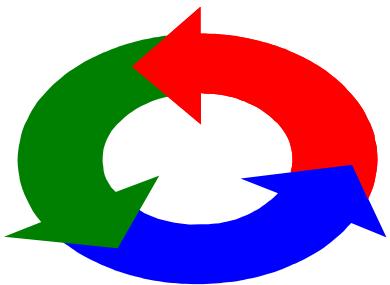
Any Kind Of Attention You Give To Non-Compliant Behavior

Creates More Non-Compliant Behavior.

As you can see, even when you are trying to be HELPFUL, you are reinforcing your Child's Noncompliance if:

- You give ATTENTION to his/her Noncompliance by REMINDING, QUESTIONING, LECTURING, BLAMING, WARNING, COMPLAINING OR BARGAINING.
- You give ATTENTION by letting your VOICE become LOUDER, ANGRIER, FASTER, HIGHER, PLEADING OR THREATENING.

How do you get out of this VICIOUS CYCLE, where the Harder you try to get Your Child to DO WHAT YOU ASK, the More S/He Does Not Do It.



HOW DO I STOP THIS NO-WIN CYCLE? THAT IS WHAT THIS BOOK IS ALL ABOUT. READ ON!

PAGE TWO OF TWO



The Power Of Your Attention

The way out of this NO-WIN Cycle, is to: -

- Give **ATTENTION** to the *Behaviors that you do want and*
- *Stop giving ATTENTION to the Kinds of Behaviors you don't want.*

YOU MAY BE AWARE OF THESE TWO BASIC PRINCIPLES, BUT APPLYING THEM CAN OFTEN BE DIFFICULT AND FRUSTRATING FOR MANY PARENTS.

To tackle this PROBLEM, this Book has been Divided into TWO PARTS: -

PART ONE (1) : A Review of some General Ways to Practice giving ATTENTION for the Behaviors you want and withholding ATTENTION from the Behavior you do not want.

PART TWO (2) : A Training Program, in which you will learn step-by-step METHODS in TRAINING your Child to do what you ask.

Let us take one more example: - Example three (3) :-

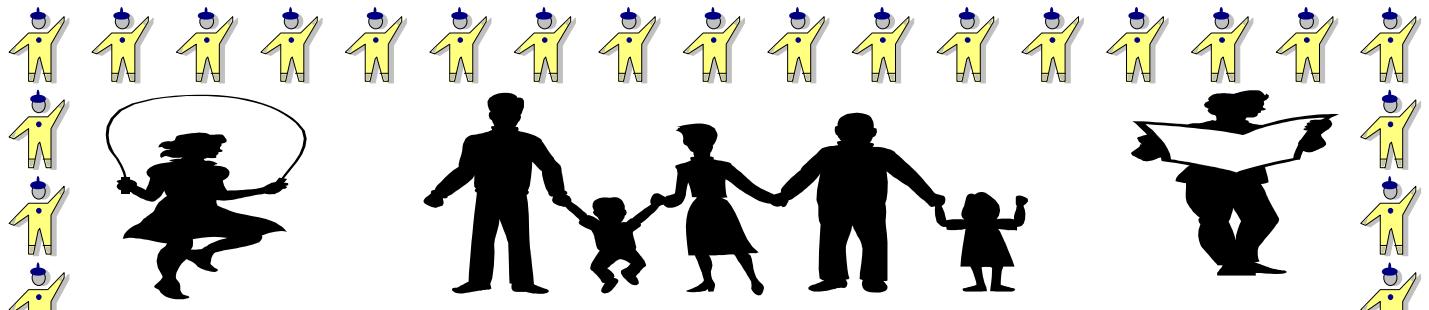
If you said to your Child, "COME ON, FINISH YOUR SANDWICH. YOU SAID YOU WERE HUNGRY, THAT'S WHY I MADE YOU A WHOLE SANDWICH. EAT JUST A FEW MORE BITES." And later you said, "IF YOU EAT THE REST OF YOUR SANDWICH, YOU CAN HAVE A TREAT,"



Yes, your Child received ATTENTION for NOT DOING What you asked, so S/He will continue to NOT EAT THE SANDWICH, because ATTENTION was given to that ACT.

PAGE ONE OF TWO.

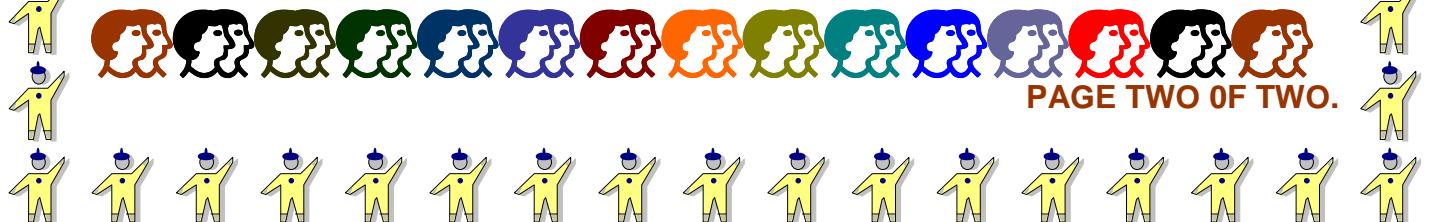


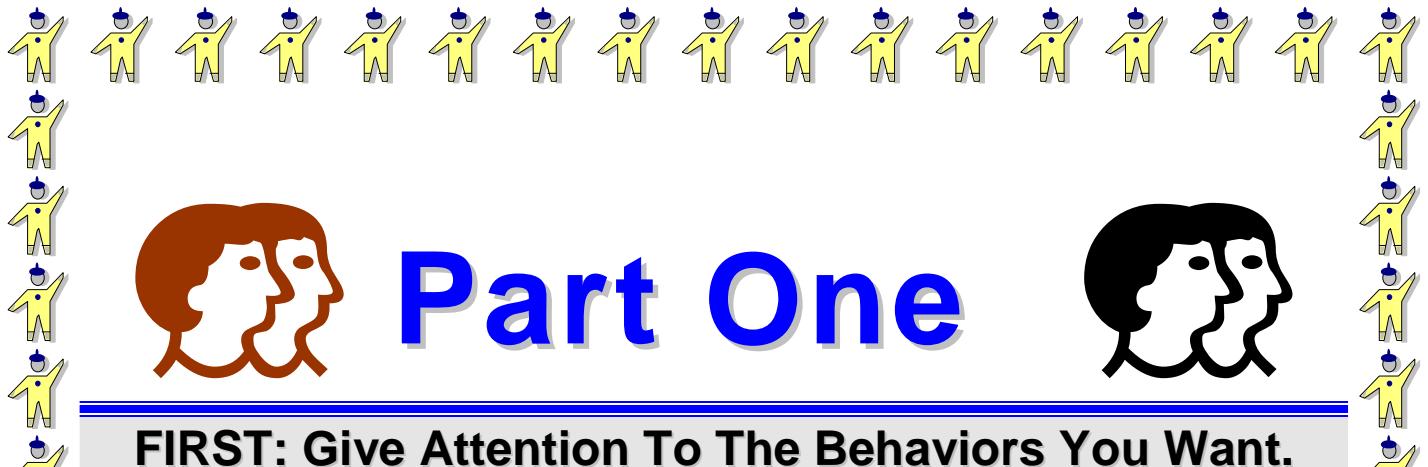


Give Some Of Your Own Experiences On This Page

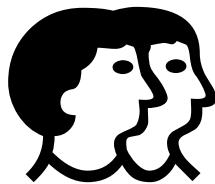
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NOW ON TO PART ONE





Part One



FIRST: Give Attention To The Behaviors You Want.

Catch Your Child Doing Something “Good”

Make comments when your Child is cooperative or involved in any Positive Behavior. Use any opportunity to give her/him ATTENTION for Behavior that you like.

“MEGAN, I LIKED THE WAY YOU PLAYED WITH TAYLOR TODAY. YOU TOOK TURNS WITH THE BIKE. THAT WAS GREAT.”

“EMMA, I NOTICED WHEN YOU SAW ME COMING, YOU QUICKLY GOT YOUR BOOKS, THAT HELPS ME PICK DAD UP TIMELY, I APPRECIATE THAT, THANKS.

“MARK, I REALLY LIKED THE WAY YOU WERE BEING QUIET WHEN I WAS ON THE PHONE. CONSIDERATION IS A VERY NICE QUALITY TO HAVE.”

“ELIZABETH, I JUST FINISHED TAKING MY SHOWER AND YOU DID NOT KNOCK ON THE DOOR. IT WAS A BIG HELP TO ME THAT YOU LET ME HAVE THAT TIME TO GET READY. IT REALLY MAKES ME HAPPY THAT YOU COULD DO THAT.”





Give Indirect ATTENTION For Positive Behaviour

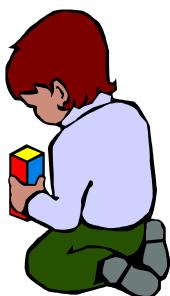
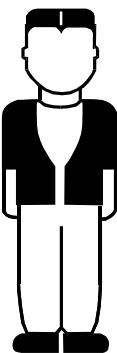
Children Listen and Believe what they OVERHEAR you say about them. Your Child has heard you tell others how Badly S/He has behaved. It will have a powerful Effect on him/her, to hear you tell others what you liked about what S/He did instead.

“NANA, WHEN I ASKED BILLY TO PUT ON HIS SHOES, HE DID IT QUICKLY AND WE WERE ABLE TO LEAVE RIGHT AWAY, SO THAT WE COULD GET HERE ON TIME. I WAS SO PLEASED THAT HE DID THAT.”

“MARK HAS BEEN SO COOPERATIVE TODAY. WHEN I WENT TO SCHOOL TO PICK HIM UP, I SAID, LET’S GO MARK, AND HE WENT TO GET HIS THINGS AND CAME RIGHT OUT TO THE CAR. I FELT VERY HAPPY ABOUT THAT.”

“SHARON, I WAS ABLE TO ACCOMPLISH A LOT TODAY AND HOLLY HELPED. WHEN I ASKED HER TO PICK UP HER TOYS SO THAT I COULD VACCUM, SHE QUICKLY PICKED THEM ALL UP AND PUT THEM IN HER CHEST. I FELT GOOD THAT SHE WAS ABLE TO DO THAT.”

“MRS. CONRAD, WHEN I ASKED KATIE TO GET READY FOR SCHOOL TODAY, SHE GOT DRESSED AND CAME TO THE BREAKFAST TABLE WITHOUT ME HAVING TO REMIND HER. I AM SO PROUD OF HER FOR DOING THAT.”



Let Your Child Anticipate Hearing Something Good Told About His/Her Behavior.

Anticipation of Hearing something Good, is a Powerful way to reinforce your Child's Positive Behavior.

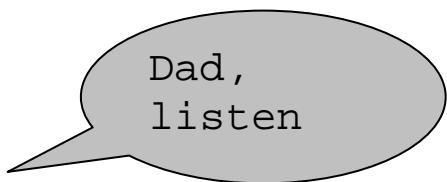
Let your Child ANTICPATE Hearing about His/Her Good Behavior.

For Example, tell your Child that you are going to tell her/his Father what she/he did when he gets home.

The old "WAIT UNTIL YOUR FATHER GETS HOME" phrase will take on a whole Different meaning.

Write yourself a Note and say "MARY, I AM GOING TO WRITE A NOTE TO REMIND MYSELF TO TELL DAD HOW WELL YOU COOPERATED TODAY. HE WILL WANT TO KNOW ABOUT WHAT YOU DID."

Your Child will look forward with Great ANTICIPATION to receiving Even More ATTENTION for doing What you asked.





SECOND: Withhold Attention From The Behaviors You Do Not Want.

When your Child is engaged in Uncooperative Behavior, RESIST Reinforcing that Behavior.

WITHOLD ATTENTION toward any Uncooperative Behavior!

TIPS--to Help you WITHOLD ATTENTION During Uncooperative Behavior: -

- 1. Avoid Eye Contact Or Turn Away From Your Child During Uncooperative Behavior.**
- 2 When Possible, Remove Yourself Physically From the Situation.**
- 3. Watch Your Voice Tone To Eliminate As Much Emotion As Possible From Your Tone Of Voice, If You Need To Comment On His/Her Uncooperative Behavior.**
- 4. Use Fewer Words When You Feel You Have To Make A Comment During Uncooperative Behavior.**
- 5. Remind Yourself That You Are Succeeding In Shaping His/Her Behavior, If You Ignore The Un-cooperation, Even If S/He Continues That Uncooperative Behavior At This Stage.**



Common Concerns About Withholding Attention.

CONCERN : “It seems that when I Withhold my ATTENTION and just ignore my Child’s Noncompliance, his/her Behavior only gets Worse!”

RESPONSE : Watch for your Child to ESCALATE his/her Negative Behavior when you begin to Withhold ATTENTION.

As you change your Behavior and you no longer give ATTENTION to his/her Noncompliant Behavior, your Child may ESCALATE his/her Noncompliance.

He/she is trying to get you to Return to your old Pattern of ATTENTION.

His/her Escalation of Negative Behavior and Noncompliance is just a Reaction to try to get you to give him/her ATTENTION in the way that he/she was used to getting it.

IN ORDER TO SUCCEED, IT IS IMPORTANT TO WEATHER THIS STORM AND CONTINUE TO WITHHOLD ATTENTION TOWARD NEGATIVE BEHAVIOUR AND INCREASE ATTENTION TOWARD THE BEHAVIOURS YOU DO WANT. SOON YOUR CHILD WILL LEARN THAT HE/SHE CAN GET PLENTY OF YOUR ATTENTION FOR COOPERATIVE BEHAVIOUR.

CONCERN : “It feels like I am letting my Child get away with Bad Behavior when I just Ignore what he/she is doing and do nothing.”

RESPONSE : Remember, your Child is not “GETTING AWAY WITH IT,” Long Term, because you are in the Process of Shaping his/her Behavior. It only looks like that in the Short Term. He may Win the Battle, but you are Winning the War Because you are in the Process of Shaping his/her Behavior.

REMIND YOURSELF THAT YOU ARE SUCCEEDING EACH TIME YOU RESIST MAKING ANY COMMENTS OR GIVING ANY ATTENTION TO HIS/HER NEGATIVE BEHAVIOUR.

CONCERN : “ I feel like I am being Cold or Insensitive, when I Withhold my ATTENTION from my Child.”

RESPONSE : As you Continue to Withhold ATTENTION Towards his/her Negative Behavior, it may seem that you are being Cold or Aloof. But this is not the case. It is More Destructive to have to make HUNDREDS of Negative Comments to him/her all Day long.

Also, Remember that you are only Withholding ATTENTION to Non-compliant and Negative Behavior. Your Child can get all the ATTENTION he/she wants or needs while Cooperating and Doing what you ask. It may also feel Cold or Unfeeling to you to Withhold your ATTENTION because it is Unfamiliar for you. But know that it is truly an Act of Kindness to Shape his/her Behavior to Break the Vicious Cycle of ENDLESS HASSLES.



CONCERN : “But I cannot just Ignore him/her, when s/he does not do what I ask, because I have to go to Work on Time.”

RESPONSE : In the TRAINING PROGRAM in PART TWO, you will have an Opportunity to Create Situations where it is Possible for you to Ignore Noncompliance so that you can Acquire the TECHNIQUES to train your Child to LISTEN and DO what you ASK.

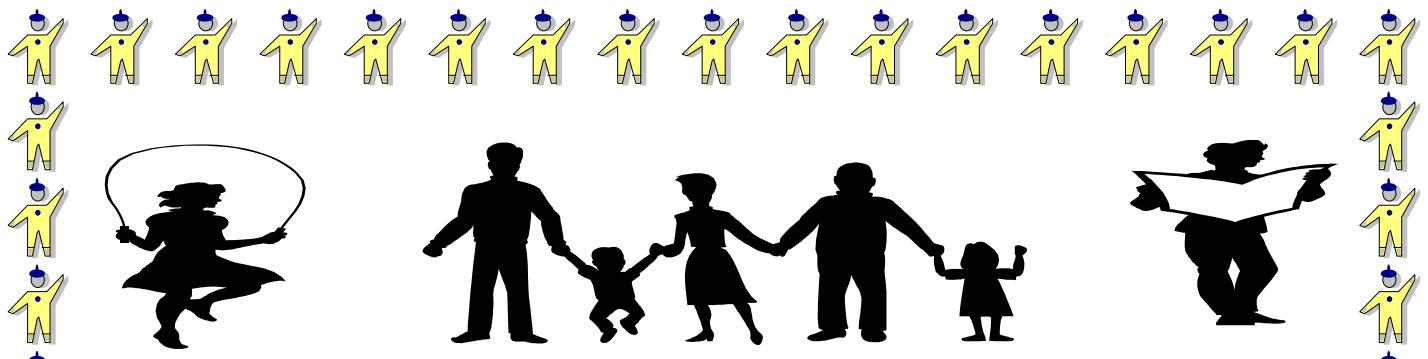
However, right now, before you have had an Opportunity to start the TRAINING PROGRAM, if you get Caught in SITUATIONS where you have a DEADLINE that Cannot Be Ignored---TAKE DIRECT ACTION.

For example, if you say, “**BRETT, PLEASE PUT ON YOUR JEANS AND SHIRT, WE NEED TO LEAVE IN A FEW MINUTES.**” And your Child continues to fool around and he is still in his pajamas when you need to leave, TAKE DIRECT ACTION: -

Pick Up Your Child’s Clothes,
Take Your Child By The Arm,
And Lead Him To The Car,
With As Little Emotional Reaction
And As Few Words As Possible.

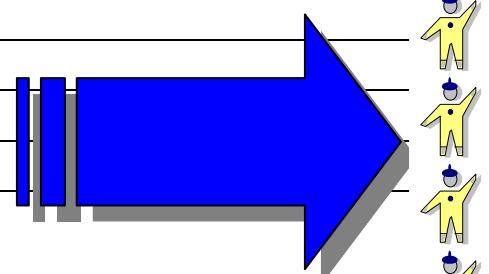


YOU ARE REDUCING THE QUANTITY AND QUALITY OF REINFORCING ATTENTION TOWARD THE NEGATIVE BEHAVIOUR WHEN YOU TAKE DIRECT ACTION AND ELIMINATE YOUR EMOTIONAL REACTIONS. AND THAT IS SUCCESS AT THIS STAGE!

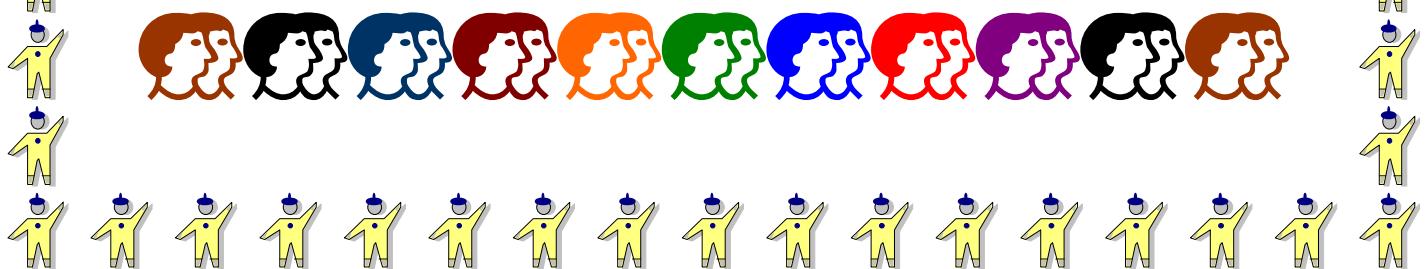


Share Some Of Your Own Concerns On This Page

NOW ON TO PART TWO



PAGE EIGHT OF EIGHT





Part Two

The Training Program.

Why Is A Training Program Necessary?

Giving **ATTENTION** to Cooperative Behavior and Withholding said **ATTENTION** During Uncooperative Behavior, will **WORK** to get more Cooperative Behavior in General.

However, as you probably have experienced, one of the biggest **PROBLEMS**, is still getting your Child to Do what you Ask, especially in Troublesome Areas, such as Getting Ready For School or Going To Bed.

That is why a **STEP-BY-STEP** Training Program is so **IMPORTANT** in Addition to Reinforcing Cooperative Behavior in General Ways.

In the Training Program that follows, you will learn how to Set Up Situations, where you have a Chance to **TRAIN** your Child to Do what you Ask.

The idea of **ADDING** a Training Program on Top of a **BUSY SCHEDULE** with many Responsibilities may seem like another **HASSLE** at First. But when you consider the **TIME** you now **SPEND** trying to get your Child to Do what you Ask, it is well **WORTH** Investing that **TIME** and **ENERGY** in the Training Program.



**Both You And Your Child
Will Be a Lot Happier With
The Results.**



Overview Of The Training Program.

FIRST:



You will Practice THREE SKILLS that Work like Magic to get the kind of Behaviors you want.

MAKE REQUESTS in such a way that it will Encourage your Child to Comply.



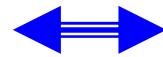
1st.

GIVE ATTENTION in Additional Ways that will Powerfully Reinforce Compliance.



2nd.

WITHHOLD ATTENTION for Noncompliance in order to Eliminate the Noncompliant Behavior that you Do not want.



3rd.

AND THEN:



You will Learn How to PRACTICE these THREE SKILLS while you make Requests at THREE LEVELS OF DIFFICULTY.



The Three Skills Necessary To Begin The TRAINING PROGRAM.

FIRST SKILL:



1st.

LEARN HOW TO MAKE A REQUEST.

Say your Child's Name.

Look your Child in the Eye.

Touch your Child (on Arm or Shoulders).

Make your Request (Speaking Slowly).

Ask your Child to Return to you after s/he has completed the Request.



EXAMPLES:



1) "John," (looking him in the Eyes, Touching him), "there is a Magazine on my Bed, would you Please bring it to me?"

2) "Jenny,"(looking her in the Eyes, Touching her), "Please go and put this Book by the Front Door, so that I will remember to take it with me Tomorrow. Come back and let me know that you have Put it there."

3) "Mark," (looking him in the Eyes, Touching him), "Please go and ask Daddy if he will be ready for Dinner in 10 minutes. Come back and tell me what he says."

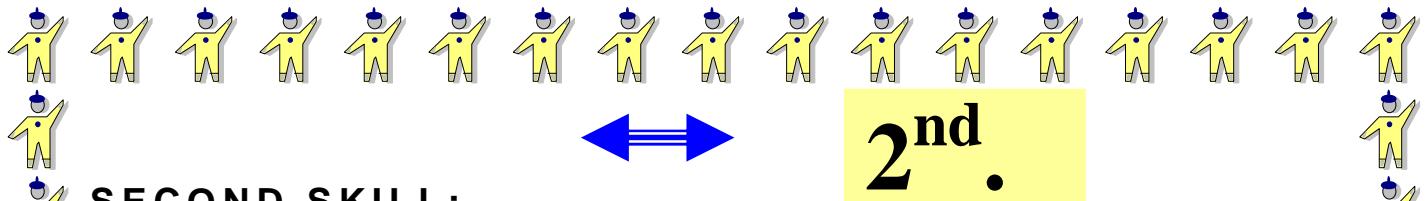
REMEMBER:



Make a Request when your Child is Close By and not Engrossed in an Attractive Activity.

When you say your Child's Name and Touch him/her, it helps your Child to be more Aware of your Request. This is Very Important in the Beginning of TRAINING, but as Compliance Increases, you can vary the Frequency of Adding "Touch" to your Request.

It may seem Awkward for you to ask your Child to return to you. However, this serves to Remind you to Reinforce his/her Compliance.



SECOND SKILL: LEARN HOW TO GIVE REINFORCING ATTENTION.

**Say your Child's Name.
Look your Child in the Eyes.
Stop and Observe what your Child has DONE.
Tell him/her what you see s/he has DONE and How it makes you Feel.**

EXAMPLES :



- 1)** "John,"(looking him in the Eyes), "Thanks for going and getting the Magazine. I APPRECIATE IT."
- 2)** "Jenny,"(looking her in the Eyes), "Thank you for putting the Book by the Front Door. That is a BIG HELP to me."
- 3)** "Thanks Mark,"(looking him in the Eyes), "you Saved me making the Trip while I am trying to get Dinner Ready. I am HAPPY about that."

GIVE ATTENTION IMMEDIATELY :



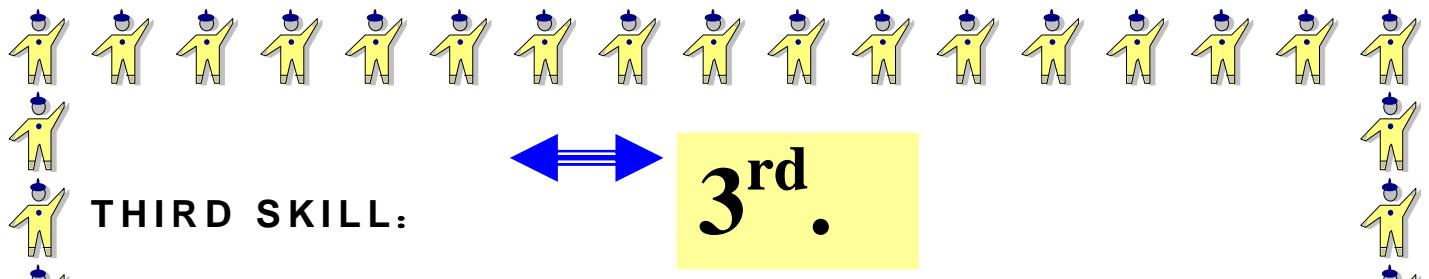
It is Crucial that you give ATTENTION Immediately after Compliance, Especially at the Beginning of the FIRST PHASE of TRAINING.

You may get a Little BORED with the Repetition, but be Assured that the Repetition IS NOT BORING FOR YOUR CHILD. Your Child will LOVE this Opportunity to get your ATTENTION and APPROVAL.



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LEARN HOW TO WITHHOLD ATTENTION.



When your Child DOES NOT DO what you Ask, RESIST Making Any COMMENTS, or Giving Any REMINDERS.

IGNORE the Noncompliance and TRY Another REQUEST Later.



You have already been Practicing WITHHOLDING your ATTENTION Toward Uncooperative Behaviors. It is Crucial to Continue to WITHHOLD ATTENTION From Non-compliant Behavior, for the TRAINING PROGRAM to be a SUCCESS.



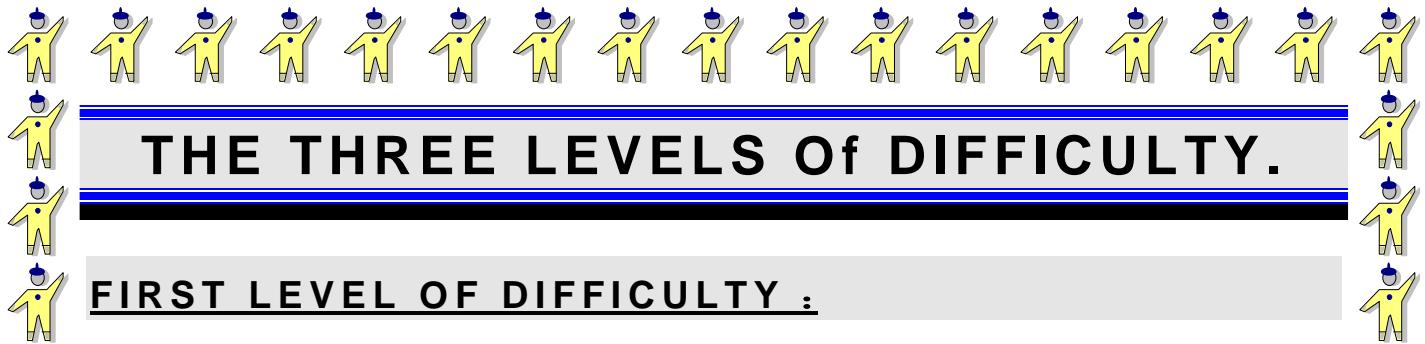
Do Not WORRY if you need to IGNORE a Great Deal of Noncompliance in the Beginning of TRAINING.

Count the Number of Times that you get Compliance and Ignore the Times you Do Not.

Soon you will see the Compliance Increasing and the Non-compliance Decreasing.



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THE THREE LEVELS Of DIFFICULTY.

FIRST LEVEL OF DIFFICULTY :

In the **FIRST LEVEL**, the Requests that you will make are **SIMPLE**, **ONE LEVEL** Requests. It is Important at this Level, that you **MAKE UP** Requests that have **NO** Previous **HASSLES** Connected with them.

The Sole Purpose of these Contrived Requests, is to give yourself and your Child a Chance to Begin the **TRAINING PROGRAM**, where you can have an Easy Time Practicing and Achieving success.

Also it is Important in the First Level, to make Requests when it is Possible to **IGNORE** any Noncompliance.

FIRST LEVEL Requests Ask your Child to:

Go Get Something.

Go Put Something Somewhere.

Go Ask Someone Something.



SECOND LEVEL OF DIFFICULTY:

SECOND LEVEL Requests are also **SIMPLE**, **ONE PART** Requests, but they Have a History of Being a **HASSLE**, such as Requests to: -

Put your Shoes On.

Eat your Food.

Pick up your Toys.

THIRD LEVEL OF DIFFICULTY:

THIRD LEVEL Requests Involve more **COMPLEX** Behaviors that Have **MULTIPLE PARTS** and Also Have a History of Being a **HASSLE**, for example Requests to: -

Get Ready for Bed.

Get Ready for School.

